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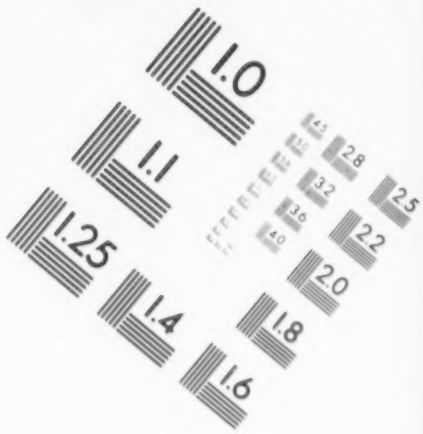

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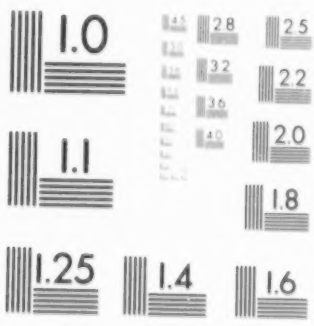

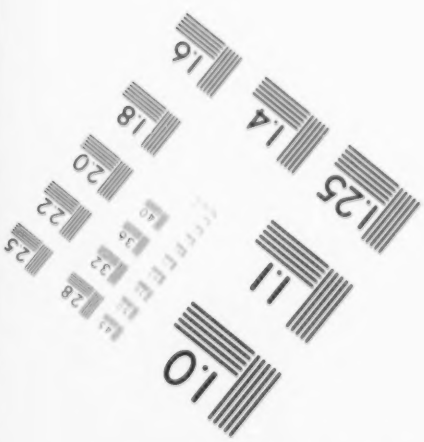

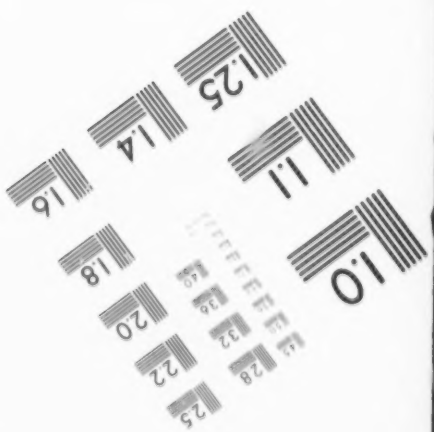

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DOCUMENT RESUME

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TITLE	Advanced Technology Tech Prep Partnership for Northern Kane Regional Delivery System. July 1, 1990-June 30, 1991. Final Report.
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SPONS AGENCY	Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
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IDENTIFIERS	*Elgin Community College IL; *Tech Prep

ABSTRACT

A 1-year project conducted by Elgin Community College (ECC) with the cooperation of Illinois School District #300 accomplished the following: (1) developed a curriculum to meet business and industry needs; (2) strengthened basic skills instruction in mathematics, science, and computers; (3) developed a 3-2-2 program allowing high school seniors to pursue an entry-level college program and a technology program of their career choice and start the technology program during the last year of high school; and (4) prepared these students for further education or employment. The pilot project enrolled 13 high school seniors in automotive repair and computer-assisted design/drafting. Marketing materials were developed and distributed to students and parents, working relationships with local businesses were established, agreements between ECC and local school districts were signed, and a three-college seminar on articulation was conducted. Student enrollment jumped from the first year's 13 students from 2 high schools to 50 students from 4 high schools for the second year, and the program was expected to gain momentum during the succeeding years. (The report includes an evaluation summary, a list of 25 human resources, agreement samples, and publicity materials.) (KC)

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ECC/DISTRICT #300

Advanced Technology
Tech Prep Partnership for
Northern Kane Regional
Delivery System

ILLINOIS STATE BOARD OF EDUCATION

Thomas L. Burroughs,
Chairman

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State Supt. of
Education

DEPARTMENT OF ADULT, VOC., AND TECHNICAL EDUCATION

July, 1991

Project Staff

Administrative:
Donald Kinzy, Director
Lloyd Cundiff, Coordinator

Developers:
Donald Kinzy, ECC
Fred Fox, District #300

Department of Math,
Science, & Advanced
Technology
Elgin Community College
1700 Spartan Drive
Elgin, IL 60123-7193

The Tech Prep Partnership was funded through DAVTE utilizing Carl Perkins funding.
The funding agreement number - OLAA62 ✗C
The funding agreement amount - $40,680

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FINAL REPORT ABSTRACT

Official Project Title: ECC/Tech Prep Partnership for Northern Kane Regional Delivery System

Department of Adult, Vocational, and Technical Education Funding Agreement Number: OLAA62A

Project Director: Dr. Donald Kinzy

Funded Agency: Elgin Community College

Location of Funded Agency: 1700 Spartan Drive, Elgin, IL 60123

Time Period Covered: July 1, 1990 - June 30, 1991

Goal(s) of the Project and its Relevancy to Vocational Education:

- Develop a curriculum that will address the work force needs of a rapidly growing business and industry sector of the #509 District
- Assist in strengthening basic skills of math, science, computing, and communications
- Develop a 3-2-2 program allowing high school seniors to pursue an entry-level college program and a technology program of their career choice and start the technology degree program during the final year of high school
- Prepare the above students for entry to college, to employment, continuing their education at ECC, or enrolling in a 4-year institution

Major Accomplishments of the Project:

- Tech Prep program piloted between ECC and District #300 for 13 high school seniors enrolled in Technology programs of Automotive and CAD/Drafting
- Developed and distributed marketing materials for Tech Prep to freshman students and parents of Districts #300 and #303
- 13 students completed the first year of the Tech Prep program and were awarded certificates of completion from the Partnership depicting college credits earned (14-17 semester hours)
- Established working relationships relating to Tech Prep with CEO's and their Boards of Districts #303 and #U-46
- Entered into joint agreements between ECC and Districts #300 and #303 for FY 92
- Student enrollments elevated from 13 students from two high schools to 50 students from four high schools in seven programs for FY 92
- Coordinated a three-college area seminar on articulation of curricula and teaching in math, science, vocational education, and communications featuring Dr. Gene Bottoms from the Southern Regional Association

Products Delivered:

- 13 District #300 students completed the first segment of their Tech Prep program
- Three of four secondary districts of District #509 participated in active participatory development meetings of Tech Prep in FY 91
- Two of the three participating districts, Districts #300 and #303, signed joint agreements for Tech Prep participation in FY 92

MAJOR ACCOMPLISHMENTS AND SIGNIFICANT FINDINGS OF THE PROJECT

GOAL #1

Project will implement, evaluate, and revise the initial Advanced Technology Partnership between Elgin Community College and District #300 (three high schools and the integration of academic and technical skills in Tech Prep education that are cost effective and sequenced).

During FY 91, students from two of the three high schools of District #300 were enrolled at Elgin Community College in Advanced Technology programs of Automotive and CAD/Drafting. These 13 students were transported to the College by their respective high schools for one half-day throughout their senior year. Students in Automotive Technology earned 17 hours of college credit which they may utilize toward any college degree program, or more preferably, toward completion of the Associate Degree program started at Elgin Community College. The CAD/Drafting program students earned 14 hours of college credit. One significant component that was completed in the CAD/Drafting program was a Descriptive Geometry course.

Because this was a pilot year, students were allowed to enroll without the prescribed prerequisites applicable to enrollees in succeeding years. By the end of the fourth year, all students of District #300 enrolling in the Tech Prep program will have completed the prescribed requirements.

GOAL #2

The project will be expanded to include five additional high schools in the three high school districts (#301, #303, and #U-46) to strengthen the Tech Prep education in the District #509 area.

During the FY 91 year, 15 formative meetings were held between Elgin Community College and St. Charles District #303 and Elgin District #U-46 to develop criteria and a process for involvement in Tech Prep. The significant result of these meetings, eight of which were chaired by CEO's including all the CEO's and their administrative staff from Districts #303 and #U-46, was an understanding of Tech Prep concepts and a diagnosis of how the pilot year was progressing with District #300.

Toward the end of FY 91, a committment was made by the Superintendents of Districts #303 and #U-46 to participate and promote the Tech Prep concept. At the close of the FY 91 year, the St. Charles District Board and the Superintendent signed a joint agreement with the Elgin Community College District to participate in Tech Prep and other significant articulation aspects. Also at the closing of the fiscal year, the #U-46 staff at Larkin High school was working with Tech Prep personnel in staff meetings to develop a process of bringing selected students

into Tech Prep although negotiations were still in progress to formalize a joint agreement.

A fourth high school district in the ECC region is District #301, Burlington, with one high school site. Personnel from the Burlington school met with the Tech Prep coordinator during the fiscal year and indicated a desire to enter into further dialogue after they started the year in their new building. One administrator in District #301 was instrumental in formulation of a partnership agreement that preceeded the current Tech Prep program and is, therefore, familiar with the process. There shall be additional meetings with District #301 during FY 92.

GOAL #3

Utilize an advisory committee of local business and industry employers for curriculum revision, program advice, job placement, labor market assistance, and assessment.

The business and industry community was utilized in an ad hoc fashion to help develop the Partnership Agreement prior to FY 91. During the course of the FY 91 year, the program committees of Advanced Technology programs were revised and Tech Prep was introduced as a component of each of these newly formulated committees at ECC. A separate committee to work with Tech Prep was designed utilizing the chairs of each of the program advisory groups.

Two meetings were attended by the Tech Prep managers at the Elgin Chamber of Commerce to present an overview of Tech Prep and to participate in discussions of what the Chamber might do to assist with the involvement of the #U-46 District into Tech Prep. A request was made of the Elgin Chamber to nominate two individuals to the Tech Prep Advisory Council. The positive aspects of the Chamber involvement would be continuous global input of the Elgin region and assistance in marketing the Tech Prep concept.

The Tech Prep Coordinator has made numerous contacts with advisory personnel to secure their assistance in establishing internships, job placement, and to encourage financial assistance for students during completion of the two-year associate degree program.

GOAL #4

Develop linkages and mechanisms for articulation between the community college and four-year technical colleges and/or universities to implement Tech Prep career 4+2+2 plans.

The core of the ECC Northern Kane Regional Tech Prep program is an articulated process that is basically a 3+2+2 format with the middle two college years beginning during the student's senior high school year. Obviously, additional credits would have to be earned during the summer or at another time to

complete the program in seven years, but it does give the student a one year headstart toward their career goal.

This same process is being developed with other interested districts of the region. The uniqueness of this Tech Prep program is that it is a degree program encouraging students to follow a college prep sequence and still acquire technology education of their choice at a site that can better equip them with a modern program at less expense to the tax-paying parents. The success of the project should encourage additional enrollment in pre-requisites and encouragement by the schools to integrate curricula and provide additional applied subjects at the secondary level.

Students in the program could continue on with the associate program at ECC, secure a job, and/or continue on to a baccalaureate program. Articulation with state universities for technology programs has been, and continues to be, a difficult process. Most personnel involved with technology education are supportive, but resistance is definitely a component at the management levels of the four-year universities. Articulation to these universities is sporadic across Illinois and generally has developed with a few unique high school or community college systems. Assistance to Tech Prep personnel is needed at the state level with the Board of Higher Education to develop definitive criteria for articulation of programs. Tech Prep managers at this site shall continue pursuance of this most worthwhile process.

GOAL #5

Develop standards for entry and exit of the Tech Prep program. (i.e. curricula development, staff in-service, and integration of subject matter between math science, and communications)

The project was assigned to Dr. Donald Kinzy, who is the Dean of Math, Science, and the Advanced Technologies. This assignment is ideal because Dr. Kinzy, as administrator for Math and Science at the post-secondary level, can be instrumental at assessing and promoting integration of curricula and integration of teaching between their areas and other advanced technology programs. He has been promoting this concept throughout the FY 91 year, and has made some progress. One of these components of success is the involvement of a cooperative Math instructor who will be instrumental in promoting a continuous process of integrating subject areas of Math and Science.

Dr. Kinzy was instrumental in employing a Coordinator for Tech Prep who possessed an educational background of vocational education, counseling, administration, teaching, and experience at the secondary level, community college level, and at the state level. The Coordinator knew the region, the participating school district, and the potential participating school districts, which provided for an easy, quick involvement in the pursuance of project goals.

The Tech Prep managers started immediate involvement with the Northern Kane Regional Vocational System, and currently participate in all Board meetings and development of goals for the region.

All District #300 Tech Prep students who started in the FY 91 year were successful and completed 14-17 semester hours of credit during the year. The Coordinator has started working with selected local businesses to set in motion potential slots for hiring first year completers. The managers will monitor the first year students to check if they register for the second year of the associate program, enroll in a university, or secure employment in the area for which they were trained.

The Coordinator held an assessment conference the final week of the FY 91 year, and the overall feedback from the students was very positive. The students unanimously felt that they had acquired a much better education in quality and scope than they would have secured at their home schools. The main reason for this, as described by the students, is they were in classes wherein every student had chosen to be there, compared to their home schools where some students enroll because they can't choose, choose because friends are there, or for many reasons other than being there to secure an education in that area. Because of this, the students feel the instruction tends to be directed to the lower level students, thus restricting quality.

Another significant aspect of the CAD/Drafting program, that was of great interest to the Tech Prep managers, was the students perception of participating in a Descriptive Geometry course. This course is a requirement for this program and is basically a Math course. The students overall perception was that it was not easy, but it was the first time a Math course seemed to be realistic as it related to their other instruction.

Principles of Technology is one of the prerequisite courses for Tech Prep students in District #300. Plans are to utilize the success of this course to demonstrate the need for additional applied subjects in the secondary schools.

The Tech Prep staff joined with Districts #300, #303, #U-46, the Regional Vocational System, and the Fox Valley Career System to develop an integration of curricula seminar for the Elgin, Waubonsee, and McHenry community colleges area. The seminar, held at ECC, highlighted Dr. Gene Bottoms of the Southern Regional System who spoke and demonstrated the need for integrating teaching, reducing low-level courses, and instead, teaching high-level college prep courses in a different mode by utilizing applied subject matter. ECC staff, secondary schools staff, administrators, Board members, and business and industry personnel were invited. In addition to CEO's, administrators, and business personnel, specific invitations were distributed to Science, Vocational, and Math personnel. Approximately 150 attended the three-hour seminar and the feedback was extremely positive.

EVALUATION AND IMPACT

The Tech Prep staff has been speaking and describing the goals of the pilot program to local groups and organizations within the District #509 region. The Coordinator has been scheduled to make a presentation of Tech Prep to a statewide group in the Fall of 1991.

The Coordinator has been active in meeting with the Northern Kane Regional Vocational area groups and with teachers and administrators to demonstrate the need for change in Vocational Education and how Tech Prep might positively effect the educational changes needed.

Resources from throughout the U.S. have been secured by the Tech Prep managers as a resource to assess goals, processes, and redesign where necessary, in order to prepare students for meaningful education aligned to their goals.

The Tech Prep program has generated considerable publicity during the FY 91 year. This publicity has originated at both ECC and at District #300, and it portrays the very meaningful support of the CEO's of the region. The publicity, coupled with the student's positive experiences and the CEO's support, have all contributed to an exciting rapid growth in enrollment for FY 92. This growth process is demonstrated by students registering in seven programs and a growth from 13 students to 50 students.

Dr. Paul Heath, President of Elgin Community College, and Dr. Joseph Scime, Superintendent of District #300, have contributed enormously to the FY 91 success of Tech Prep, both locally and throughout the state as they have worked with legislation to support the Tech Prep concept. An administrative meeting will be held in August between CEO's of both ECC and District #300 and the Tech Prep staff to assess the past year and look at the goals for FY 92. An additional meeting, with CEO's from Districts #301 and #303 and the Tech Prep staff, will be proposed at this meeting. The agenda for this meeting would focus on what is happening with the pilot program, and hopefully secure the support from all CEO's of the region to expand Tech Prep, not only through enrollments, but through in-service of staff and also between levels of staff at ECC and the secondary schools to promote the technology aspects and the integration of subject matter.

These meetings are planned and will impact the ongoing interaction currently and continuously in motion between the management personnel of the high schools and the Tech Prep staff.

RESOURCE LISTING

MATERIAL RESOURCES

None from State Board Budget

HUMAN RESOURCES

A - PAID PARTICIPANTS

1. Lloyd Cundiff - Coordinator of Tech Prep
2. Jane Russell - Secretary (1/2 time) to Tech Prep Coordinator
3. Dr. Gene Bottoms - Southern Regional Association

B - UNPAID PARTICIPANTS

1. Dr. Don Kinzy - Tech Prep Director and Dean of Math, Science, and Advanced Technologies at ECC
2. Dr. Paul Heath - President of ECC
3. Dr. Charles Rorie - Vice Pres. of Instruction at ECC
4. Eric Larson - Dean of Business Education at ECC
5. Polly Nash-Wright - Dean of Liberal Arts and General Education at ECC
6. Dr. Joseph Scime - Superintendent of District #300
7. Dr. Norm Wetzel - Ass't Superintendent of Dist. #300
8. Mr. Fred Fox - Vocational Director for District #300
9. Dr. John Vanko - Superintendent of District #303
10. Dr. Fran Kostel - Principal in District #303, St. Charles High School
11. Maggie Brewner - Vocational Director in District #303
12. Dr. Richard Wiggall - Superintendent of District #U-46
13. Mrs. Jan Lockery - Curriculum Dir. in District #U-46
14. Mrs. Barbara Bonner - District #U-46 Vocational Director and Northern Kane Regional Director
15. Renata Matthaeus - Principal in District #U-46, Larkin High School
16. Ronnie Kordick - Applied Arts Divisional Chair, District #U-46, Larkin High School
17. Jean Bowen - Guidance Divisional Chair, District #U-46, Larkin High School
18. Judy Jobe - Dean of Student Support Services at ECC
19. Russ Fahrner - Admissions Advisor/Career Fest Director at ECC
20. Carole Akemann - Director of Public Information at ECC
21. Kathy Watkins - Fox Valley Career Center
22. Ed Kelly - President of the Elgin Chamber of Commerce

PROBLEMS

1. Delay in forming advisory council due to restructuring of ECC program advisory committees
2. Did not have as many pilot students as anticipated, but enrollments quadrupled for FY 92
3. Anticipated joint agreement from District #U-46 following the many meetings held between ECC and U-46

CONCLUSIONS AND RECOMMENDATIONS

In spite of the problems, Tech Prep enjoyed a successful year. The students who participated during the pilot year were successful and voiced a positive feeling relating to their success. The marketing materials, the many meetings held with the districts, and the student's "word of mouth" advertising contributed to a phenomenal growth of enrollment. The Tech Prep office plans to work extra hard with the feeder district's administration and staff to encourage more integration of curricula and teaching. Monies have been targeted to provide assistance to these districts to assist them with in-service, etc. Also, considerable effort will be targeted to encourage District #U-46 to participate and sign a joint agreement.

When that agreement is signed, the Tech Prep program will be able to provide a valuable program starting with the students at Larkin High School who currently, in some cases, do not have access to upper-level skill programs.

Future activities in the area of Business Education shall also be pursued. ECC is entering into a contract with Sears to provide a very modern technical Business Education program which could involve Tech Prep Business Education students in programs not available in their districts.

PUBLICITY

See enclosures

REPORT

Vol. VI July 1991

ECC values feedback from the District 509 community. Write or call us. Your response is always appreciated.

APPLY NOW FOR ELGIN LEADERSHIP ACADEMY

Applications are being taken now for the Elgin Leadership Academy, a joint venture of the Elgin Area Chamber of Commerce, United Way of Elgin, and ECC. The Academy will develop potential community leaders to sustain Elgin's vitality and sense of community.

Monthly half day seminars, from September 1991 through May 1992, will expose participants to local and state government, regional economics, health care issues, education, arts and culture, justice, business, human services, and the growth and development of the community. The emphasis will be on developing participants' leadership skills to meet the challenges of the area. Graduates of the Academy will receive college credit.

For details and an application, call Dr. Donald Waters at ECC, 697-1000, ext. 7377. Applications are due by July 19.

ECC TAKES LEAD IN TECH PREP IN ILLINOIS

ECC has just completed the first year of a Tech Prep program with District 300 which gave high school seniors a head start on a college associate degree program. A group of seniors from Jacobs High and Dundee-Crown High schools came to ECC in the afternoons for technology classes, for which they received credit toward high school graduation and toward an ECC associate degree. Some students studied automotive technology, and some took courses in computer-aided design (CAD). All of them plan to continue their college studies.

Now District 303 has also entered into a Tech Prep agreement for the 1991/92 school year, resulting in more than 50 students from the two districts enrolled in ECC Tech Prep programs for the coming year. They will study child care, electricity, drafting/CAD, machine tool operation, automotive, welding, and heating/air conditioning. U-46 is considering participating in areas for which the district offers no instruction or has insufficient enrollment for advanced courses.

Tech Prep, an innovation in vocational education, is designed to equip students with the skills and competencies necessary to meet employers' performance standards for both entry level jobs and career advancement. ECC's Tech Prep program is a partnership with the Northern Kane County Regional Vocational System.

It appears that ECC is the first community college in Illinois to complete a year of Tech Prep.

ECC GRAD WINS DISTINGUISHED ALUMNUS AWARD

For the second time in three years, ECC's nominee is the winner of the Distinguished Alumnus Award given by the Illinois Community College Trustees Association. Dr. William Matchett, nominated by ECC this year, received the award at the ICCTA annual meeting in Chicago.

Dr. Matchett was a member of ECC's first graduating class. He transferred to the University of Illinois, where he earned his master's and doctorate degrees. Subsequently he distinguished himself as a biological scientist and as a university professor. He is currently Dean of the Graduate School and professor of biology at New Mexico State University, Las Cruces.

The 1989 award winner was ECC nominee Mary Bramer, Elgin, a distinguished teacher.

ECC TRUSTEE WINS REGIONAL AWARD

John Duffy, ECC trustee, has won the Regional Trustee Award given by the Association of Community College Trustees. With this award, Mr. Duffy is eligible for the national award to be announced later this year.

NOBEL PRIZE WINNER TALKS SCIENCE

Nobel prize winning physicist Leon Lederman recently spent a day at ECC as a guest of the Honors Program. After being honored at a luncheon, Dr. Lederman, director emeritus of Fermi National Accelerator Laboratory, conducted a seminar for students and delivered a public lecture.

Dr. Lederman's message was that students need to have some "street savvy" about science if they are to function as contributing citizens. Emphasizing the need to combat science illiteracy in America, he urged educators to solve the mystery of why children lose interest in science sometime between kindergarten and college.

Dr. Lederman

HITS TRAINING GRANTS AVAILABLE

Because of the State's fiscal year, now is the best time to apply for High Impact Training Systems (HITS) grants. These and other grants are available through ECC for training employees for newly created positions. For details, call ECC's Office for Business and Industry Training, 888-6929.

TECH PREP PROGRAM EXPANDED

The College's Tech Prep agreement with District 300 has been renewed for another year, and the program has been extended to District 303. Under this program, high school seniors spend part of their class time taking vocational courses at ECC. The advantage for the students is that course credit applies to both high school graduation and ECC's college credit, as well as that they become acclimated to college. Meanwhile the high schools save the expense of duplicating ECC's high tech training equipment.

Here ECC's automotive technology instructor Rick Green explains the workings of a new 1991 Plymouth Laser to District 300 students Jerry McInerney, left, of Jacobs High School and Joe Claudio of Dundee-Crown High School. Jerry and Joe come to ECC under the Tech Prep program. Through Rick's efforts, the College received the Laser as a donation from Diamond Star Motors, the joint Mitsubishi and Chrysler Motors enterprise in Normal, IL.

Paul R. Heath

ICCTA MARKS 20 YEARS OF SERVICE

This month - Community College Month - the Illinois Community College Trustees Association (ICCTA) is celebrating its 20th year of legislative advocacy, public relations and trustee growth. During those years, the Springfield-based association has led drives to secure community colleges' fair share of state revenue.

Two important ICCTA achievements are increased funding for campus repair and renovation projects, and greater access to the state's health insurance pool. As the voice of Illinois' 320 community college trustees, the association protects the local autonomy of individual colleges. It holds seminars and meetings for trustees, updating them on community college issues, and recognizes outstanding faculty and graduates.

CONFERENCE CTR.'S MAY OFFERINGS

ECC Business Conference Center and Illinois Bell will cosponsor the teleconference, "Peter Drucker Live! - The Rebirth of Manufacturing and Managing Your Self Development," on May 2.

The Center is also offering these seminars: "Quality Awareness" May 6; "Communicating & Influencing" May 7; "Win Your Customer's Loyalty Forever" May 8; "Personal Influencing and Selling" May 9; "Performance Appraisals" May 16; "Write a Little Righter" May 22. For details call 697-1000, ext. 321.

MARK YOUR CALENDAR

Now - May 15 Juried sculpture exhibition in the second floor lobby and third floor atrium of bldg. A, and the lobby and second floor of the ATC.

May 1 - 15 Fine Arts Club Showcase in vonIsser Gallery, in the lobby between bldgs. A and B.

May 13 Steel Drum Band concert, 7:30 p.m., place to be announced.

DON KINZY

December 1990

RECEIVED
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300 COMMUNITY UNIT SCHOOL DISTRICT

NEWSLETTER

Community Unit School District 300
300 Cleveland Avenue
Carpentersville, IL 60110
(708) 426-1300

A newsletter published to help keep local residents informed and involved in the operation of their schools. Questions about the newsletter or other school related matters may be directed to the District 300 offices.

Jacobs senior Jerry McInerney gets help from his ECC Automotive Technology instructor Ken Ronzheimer.

Bill Kolton, ECC drafting/CAD/engineering instructor, assists Theresa Fila, a senior at Jacobs, with her drafting design.

District Students Challenged By College Technology Courses

The pilot advanced technology education partnership between District 300 and Elgin Community College began this semester for thirteen enthusiastic seniors from Dundee-Crown, and Jacobs High School.

The partnership was sought by District 300 to teach its students the most advanced technology courses and to equip them to better compete in today's world. No longer having the ability to provide its students with the advanced tools to teach in these ever-changing industries, ECC was sought to fill the gap because of its state-of-the-art equipment.

After she graduates, Theresa Fila, 17, a senior at Jacobs High School plans to take architectural engineering at Iowa State. She is currently attending the Drafting/Computer Aided Design (CAD) course at ECC.

"It's hard work, but I love it," says Fila. "I love the computer and am proud that I can hold my own and actually do it. We have to do some work on our own time, but I don't mind. I like the college atmosphere; there's a lot of trust and everyone is here because they want to be. It's laid back and relaxed." Fila also feels that she is lucky to be in the class and that it will help her when she goes to Iowa State. "This is like a scholarship."

Bill Kolton, ECC Program Coordinator for CAD/Drafting/Engineering, is pleased with the performance of the District 300 students. "There have been no problems and the students have mixed in well with the regular college students. They are taking the drafting course to learn basics, plus the introduction to computer graphics (CAD). Students are very enthusiastic about the computer and to see plans come to life on the screen."

(Please Continue on Page 6)

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JAN 30 1991

Dan Hill, a Jacobs High School senior, enjoys his time spent at the computer for the CAD (Computer Aided Design) course at Elgin Community College.

College Technology Program

(Continued from Page 1)

"At first they're a little afraid of the CAD. The $2 million dollar system is state-of-the-art and students think that if they make a wrong move, something will break. But once they're reassured nothing will happen, they really get into it."

Dan Hill, 17, a senior at Jacobs, found the CAD "difficult at first, but it becomes so much easier once you get the hang of it." He is amazed that they apply everything they learn in their drafting class to the CAD. "Both classes mean much more and you see the importance of knowing math."

Kevin Dellegrazio, 17, a senior at Jacobs, loves the class, too. "When I found out I had the opportunity to take the class at ECC, I wanted to do it. It's worth it." Dellegrazio works for a draftsman and finds the drafting class helpful. He also thinks it's a great experience to see what college is all about. He will be attending Iowa State in the fall and likes the fact that "you work on your own."

Upon satisfactory completion of the courses, the students will earn four college credits in drafting and three college credits in the introduction to computer graphics.

In addition to drafting classes and CAD, the industrial education curriculum includes advanced technology classes in automotive, machine tool, manufacturing, electronics, welding, injection molding/plastics, heating, air conditioning, refrigeration and fire safety.

Jerry McInerney, 17, a Jacobs High School senior, is enrolled in the automotive electricity course. He says the course is tough, but that he will be "glad to have the knowledge to fix up my own car."

"Our students learn the basics of automotive electricity through hands-on experience on cars donated to the college," says Ken Ronzheimer, Automotive Technology Instructor. "Automobiles are much more sophisticated now and it is a challenge to work with them; students learn that they must have a basic understanding of math and physics to work with auto electricity."

Ronzheimer states that the District 300 students mix in well with the other students and that he doesn't "lower any standards" for them. Once they successfully complete the course, the students will receive a qualified electricity specialist certificate from NIASE (National Institute of Automotive Service Excellence).

Students involved in this year's pilot program of college credit classes at ECC have all been challenged by the advanced courses and a peek at the college way of life. They are paving the way for their peers to have the opportunity for a more broadened education.

1990-1991 Performance Calendar

December

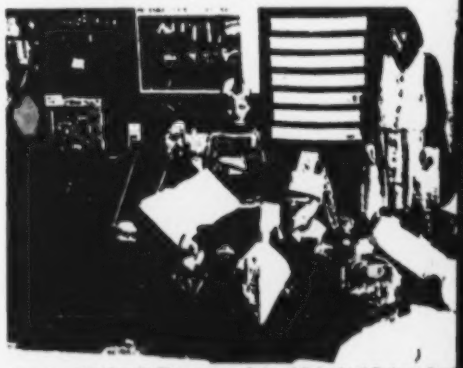
2 – Algonquin Christmas Parade
3 – Meadowdale 1st/2nd/3rd Holiday Program-CMS Aud.,
4 – CMS 7th Grade Chorus Concert-CMS Aud., 7:00 p.m.
4 – Eastview Kdgn/Chorus Holiday Program-Eastview Gym,
4 – Lakewood Holiday Concert-Lakewood Gym, 7:00 p.m.
5 – Sleepy Hollow 1st/2nd Grade Holiday Program-Sleepy Hollo
6 – Neubert 1st/2nd Holiday Program-JHS Aud., 7:00 p.m.
6 – Meadowdale Kdgn/4th/5th Holiday Program-CMS Aud.,
7 – DMS Choral Concert-DMS Gym, 7:00 p.m.
11 – CMS 8th Grade Chorus Concert-CMD Aud., 7:00 p.m.
11 – LITH Kdgn/1st Holiday Program-LITH El. Gym, 7:00 p.
13 – CMS Instrumental Concert-CMS Aud., 7:00 p.m.
13 – Dundee Highlands Kdgn Holiday Program-Dundee Highland
13 – Hampshire El. 5th Grade Chorus-Spring Hill Mall, 11:00
14 – DMS Orchestra Concert-DMS Gym, 7:30 p.m.
16 – Jacobs Christmas Concert-JHS Aud., 2:00 p.m.
16 – Hampshire M.S./H.S. Holiday Concert, 2:00 p.m.
17 – Parkview 1st/2nd Grade Program-Parkview Aud, 7:00 p.
18 – CMS Instrumental Concert-CMS Aud., 7:00 p.m.
18 – LITH 5th Grade "Follow That Star"-LITH El. Gym, 7:00
19 – Perry 1st Grade Holiday Program-Perry Gym, 7:00 p.m.
20 – DCHS Chorus Holiday Concert-DCHS Aud., 7:30 p.m.
20 – CMS Instrumental Concert-CMS Aud., 7:00 p.m.

January

31 – IMEA All State Orchestra, Band and Chorus Conference

February

1 – IMEA All State Orchestra, Band and Chorus Conference
2 – IMEA All State Orchestra, Band and Chorus Conference
7 – Middle School Vocal Solo and Ensemble Contest-DMS,
17 – Fox Valley Conference Choral Festival Rehearsal (Honors
2:00 p.m.-5:00 p.m.
18 – Fox Valley Conference Choral Festival Rehearsal-JHS Au
18 – Fox Valley Conference Choral Festival Performance-JHS
19 – Dundee Highlands 3rd Grade Program-Dundee Highland
19 – Lakewood 2nd/5th Grade Winter Concert-Lakewood G
19 – LITH 2nd/3rd Grade Program "Wackadoo Zoo"-LITH E
21 – DCHS Winter Band Concert-DCHS Aud., 7:30 p.m.
21 – Jacobs Band Concert-JHS Aud., 7:30 p.m.
21 – Hampshire High School Winter Concert-Hampshire Gym
26 – Hampshire Middle School Winter Concert-Hampshire G
26 – AMS Band Concert-AMS Gym, 7:30 p.m.
26 – Golfview 2nd Grade Program-Golfview Gym, 7:00 p.m.



**Dundee Highlands Elementary School Principal Robert Stef
Pooh, reads a story to Karen Walschmidt's first grade class,
Steffen challenged the entire school to read more and as pa
he would wear a costume if they met the challenge! Indeed
students read a book a week for a total of 2,600 books as**

ELGIN COMMUNITY COLLEGE
AND
SCHOOL DISTRICT #300

CERTIFICATE of ACHIEVEMENT

Presented to

_____

Who has acquired _____ semester hours of college credit in the area of _____ Technology while completing the 1st phase of the TECH PREP program at Elgin Community College on this _____ day of _____ 19____.

_____
ECC President

TECH PREP

_____
District Superintendent

A TECH PREP FIRST IN ILLINOIS

Elgin Community College, in partnership with School District #300, has just completed the first year of a Tech Prep program designed to provide technology education to high school seniors as a first phase to completing an associate degree. ECC appears to be the first of the 17 sites in Illinois to have completed a student enrollment phase wherein 13 high school seniors from District #300 completed this component of Tech Prep education at ECC in Auto Technology and Drafting/CAD Technology.

These students from Dundee-Crown and Jacobs High Schools have been attending ECC for 1/2 day during their senior year, and have been awarded Elgin Community College achievement certificates depicting their program of study and the college semester hours of credit earned. Automotive Technology students earned 17 semester hours of credit while preparing for job entry level proficiency in automotive electricity and automotive air conditioning. The Drafting/CAD students earned 14 semester hours of credit with proficiencies in Drafting/CAD and Descriptive Geometry. The expectations for these Tech Prep students is to continue pursuing an associate degree in their chosen field and to complete this process in slightly over one additional year, rather than the traditional two years following high school graduation.

The Tech Prep program at Elgin Community College, as stated, is one of the 17 sites approved by the Illinois State Board of Education for FY91 and a continuation for FY92. It is a partner-

ship consortium with the Northern Kane County Regional Vocational System which includes membership from Districts #300, #303, and #U-46.

Dr. Donald Kinzy, Dean of Math, Science, & Advanced Technologies, and Lloyd Cundiff, the Tech Prep Coordinator, currently manage the program at ECC, along with continuous involvement of the Northern Kane Regional System personnel. Both Dr. Kinzy and Mr. Cundiff indicate this has been an exciting, successful year with this newly designed education delivery process that could work for most secondary/post secondary students who desire both college and technology education.

Considerable credit must be given to ECC president, Dr. Paul Heath, District #300 Superintendent, Dr. Joseph Scime, his Assistant Superintendent, Dr. Norman Wetzell, and Mr. Fred Fox, the District #300 Vocational Director. These individuals and their supporting governing boards provided foresight and committment to making a new program work and their efforts have been visible throughout this pilot year.

Tech Prep developmental meetings with Districts #303 (St. Charles) and #U-46 (Elgin) have been convened simultaneously during this initial year resulting in a joint agreement between District #303 and ECC for a Tech Prep program during the 91-92 school year. Elgin's District #U-46 is investigating participating in technology areas for which the district offers no instruction or for areas which have insufficient enrollment to conduct advanced courses.

The Tech Prep concept represents a curriculum that integrates college preparatory course work with a rigorous technical education concentration provided by ECC during the students' senior year in high school. The program is a planned sequence of courses, both academic and technical, that begins at the 9th grade level articulating with post secondary experiences culminating in an associate degree. Tech Prep is designed to prepare students with the skills and competencies necessary to meet employers performance standards, not only for entry level, but also for career advancement.

Kinzy and Cundiff are working with business and industry personnel for input to update curricula and goals, and to identify job sites for Tech Prep high school graduates to work at during the summers as they continue the associate program. Efforts are also continuing to identify employers willing to provide financial assistance to these potential employees in order to ultimately secure a well trained, productive worker worthy of appropriate financial remuneration.

Interviews with District #300 seniors during the last month of their Tech Prep high school training was a pleasurable experience, according to Cundiff. Students felt that they learned 50-70% more at Elgin Community College than they would have at the high schools because the enrollees in ECC classes were students who desired to be there for specific learning, and therefore the educational pace moved faster. Most students indicated they were apprehensive early on about what they were

getting into, but now felt that it was an unwarranted fear. In fact, many volunteered to talk with next year's Tech Prep students to address this fear.

This pilot year success appears to have generated a significant gain in new enrollees for next year, not only from District #300, but also from District #303. District #303 personnel, led by Dr. John Vanko, the Superintendent, Dr. Francis Kostel, the Principal, their staff of administrators, and their Board of Education, have committed to instigate new approaches toward a higher quality educational delivery such as Tech Prep.

More than 50 students will be enrolled next year in Tech Prep programs of Child Care, Electricity, Drafting/CAD, Machine Tool Operation, Automotive, Welding, and Heating/Air Conditioning. Currently, students may participate in Tech Prep at ECC in 13 different programs. Additional structuring is still to be accomplished with individual districts in prerequisites, providing change in curricula, and moving into innovative teaching, such as integration of curricula and developing methods to teach the majority of students the same curricula as taught for the identified college prep student.

Dr. Gene Bottoms' major thrust, which he elaborated upon at his recent ECC seminar, was to throw out all watered-down, weak, and remedial courses, and teach all students the same subject matter to the same competency level.

"To do this, we must not teach less to the general education student, but teach them in a different way."

This kind of thinking, supported by additional innovative teaching by instructional staff, will provide the adequate quality prerequisite background for the Tech Prep student as they prepare themselves for a competitive future.

IMPROVING STUDENT ACHIEVEMENT THROUGH AN INTEGRATED CURRICULUM

A SEMINAR

SPONSORED BY THE PRESIDENTS OF

ELGIN, MC HENRY, AND WAUBONSEE COMMUNITY COLLEGES

ELGIN COMMUNITY COLLEGE
ATC AUDITORIUM
THURSDAY, MAY 9, 1991
12:30 - 3:15 P.M.

SEMINAR PRESENTER: **Dr. Gene Bottoms**
Director of the Fourteen State Southern Regional Education Board

A consortium formed to develop, apply, and advance new approaches to strengthen students' basic competencies in communications, mathematics, science, and critical thinking and problem solving.

The consortium, under Dr. Bottoms leadership, stresses differences in the **way** students learn mathematics, sciences, and language arts, not differences in **what** students learn.

Dr. Bottoms will give an analysis of this project which began in 1983, a process for which Illinois State Superintendent Leininger has indicated support as a nationwide trend of a practical method of improving learning.

We cordially invite Superintendents, Principals, Curriculum Development Personnel, Vocational/Technology Directors, Area Vocational Center Directors, System Directors, Deans, Administrators, and Staff from Mathematics, Science, English and Vocational Education. Integration is best approached from a team perspective, therefore, an ideal team would be an individual from each of the above areas from each site.

There is no cost for this workshop. The agenda is a follows:

12:15 - 1:00 P.M. REGISTRATION AND COFFEE

1:00 - 3:00 P.M. DR. BOTTOMS PRESENTATION

3:00 - 3:15 P.M. INFORMAL QUESTION AND ANSWER SESSION

A map detailing location and parking is included. ATC seating is limited to 250 seats, therefore, to register please complete and return the enclosed form by April 30, 1991 to:

DR. DONALD W. KINZY
DEAN OF MATHEMATICS, SCIENCES,
AND ADVANCED TECHNOLOGIES
ELGIN COMMUNITY COLLEGE
1700 SPARTAN DRIVE
ELGIN, IL 60123-7193
(708) 888-7359

Consortium of Secondary Schools
Working to Integrate Academic and Vocational Preparation

The Consortium seeks to blur the lines between vocational and academic education by integrating vocational and college preparatory course content for general and vocational students. This has implications for defining the purpose of vocational education in a new and broader way than it is currently defined in many schools.

The purpose of vocational education is still defined as preparation for entry-level employment. A vocational completer is defined by the number vocational courses taken without regard to the types of academic courses taken. Views of vocational education are too limiting and too narrow. Secondary, educators must realize that the world is changing and the occupational needs of today will require students to get additional formal education as well as on-the-job training.

The Consortium seeks to raise expectations for general and vocational students. This has implications for high school graduation policies and for assessment of secondary school students and curriculum. In many high schools, the level of student expectation provides inadequate preparation for either employment or further education. Current high school graduation requirements lack structure and allow too many students to "mill around" taking the path of least resistance throughout high school. Requiring students to take more low level academic courses that require very little effort will not improve performance. Educators have to recognize that their students can master higher level academic content if they are expected to, if it is relevant, if they are helped, and if they believe the school is serious about asking them to make the extra effort. To do this, schools agree to seek ways to:

a) eliminate the general track and require students to complete a higher level academic core with a vocational major;

b) assess the effects the high school academic and vocational curriculum has on accelerating the communications, mathematics, and science competencies from grade 9-12 while reducing the school dropout rates; and

c) assess whether or not the desired changes are occurring in the school curriculum, instructional program, and secondary school climate.

The Consortium is based on the assumption that many more students can master, and be motivated to master, the essential competencies from the college preparatory curriculum. The Consortium seeks to make the more rigorous part of the academic curriculum accessible to greater numbers of youth by an instructional process that helps students see the relevance of mastering higher level academic content using academic competencies to solve real world problems. It is through the integration of academic and vocational curriculum that students are able to use symbolic academic concepts to solve problems within an occupational context.

High schools are not likely to change if academic and vocational teachers never communicate; if academic teachers do not know how their disciplines are used in the real world; if vocational teachers perceive that their role is to teach only job skills; and if neither academic nor vocational teachers have instructional materials that connect academic competencies to real world settings.

Disconnected and fragmented high school curriculum and staff are unable to significantly

Improve student learning. Secondary schools leaders must understand this in order to successfully combine college preparatory work and vocational coursework. **Local school boards and secondary school leaders must find ways for:**

- **A longer school day where academic and vocational teachers can have the time to plan and work together toward a common goal;**
- **Staff development for academic teachers on the application of their disciplines and ways to teach through an applied process;**
- **Staff development for vocational teachers to raise their understanding of how to integrate the teaching of higher level content into their curriculum;**
- **Purchasing materials and equipment needed to teach academic competencies through an applied process; and**
- **Efforts to provide students the extra help they need to accelerate rather than remediate their achievement.**

The Consortium's long-term intent is to develop closer working relationships between secondary schools, employers, and postsecondary institutions. This new relationship provides a broader base of advice on curriculum matters, helps teachers and students to see real connections between school and work, and creates a support group to assist in changing the secondary school. Faculties that never meet directly with groups who receive their students after high school are not likely to change. **Participating schools must find ways to involve employers and postsecondary educators in the on-going school improvement.**

The Consortium seeks to help the school principal and faculty develop a different vision for their high school. Most high schools in the SREB region are similar in that they:

a) differentiate what students are taught, rather than how they are taught;

b) allow teachers to work in isolation of each other, rather than creating conditions in which they can work together;

c) hold low expectations for many students, rather than expecting the maximum from the student;

d) do not examine how well they are doing with the general and vocational student, rather than identify major gaps in student achievement and seeking ways to close them.

These conditions will not be changed simply through new state requirements and accountability mandates. Rather, local school boards and school leaders must find ways for secondary schools, over a period of several years, to create and achieve a new vision. **Secondary schools will need:**

- **Outside technical assistance;**
- **Opportunities for faculties from different schools to share and learn from each other;**
- **External review teams to assess progress annually and make recommendations for further action; aand**

- **Assessment information on student achievement and post high school experiences.**

Consortium schools seek to accelerate the academic and technical achievement of general and vocational student by committing themselves to work toward specific goals, to carry out essential practices, and to create organizational and administrative conditions that are supportive of goals and practices. The "essential practices and conditions" contain the main ingredient for making secondary school curriculum and instruction more relevant, more coherent, more goal-oriented, more student-oriented, and more challenging.

The goal guiding the Consortium's schools is:

To raise significantly the academic and technical competencies of students completing the general and vocational curriculum.

To achieve this goal, Consortium schools are committed to finding ways to carry out the following "essential practices":

- Establishing higher expectations of students in both academic and vocational classes;
- Revising vocational programs and developing new ones to expand significantly the emphasis on advancing the communications, mathematics, and science competencies of students;
- Revising academic courses or developing new ones to teach the essential concepts from the college preparatory curriculum through a functional and applied process that enables students to see how course content is related to possible roles that they envision for themselves in the future;
- Requiring general and vocational students to complete a structured and coherent program of studies in which: they complete three courses each in mathematics and science, with at least two credits in each area being equivalent in content to courses offered in the college preparatory program; and complete at least four courses in a vocational major and two related courses;
- Providing students access to concentrated studies in broad fields of vocational studies such as Business, Medical and Health science, Manufacturing Technology, Communications Technology, etc.
- Encouraging vocational and academic teachers to integrate academic and vocational curriculum and instruction by providing them with staff development, materials, and time for them to work together to use materials;
- Revising the instructional process so that the student is a worker and is actively engaged in the learning process;
- Providing guidance and counseling services that help students see the connection between what they are learning in school and their goals beyond high school;
- Providing extra help that will enable students to complete successfully a program of studies that includes higher level academic content; and

- Participating in and using student assessment and program evaluation information to check and improve the effects of instruction;

Consortium schools have committed themselves to creating organizational and administrative conditions that include:

- An organizational structure and process through which the faculty can develop action plans for implementing the "essential practices";
- A school principal who provides strong and effective instructional and administrative leadership and who support, encourages, and actively participates with the faculty in implementing essential practices;
- A system superintendent and school board who support the faculty and school administration in carrying out "essential practices" for advancing the academic and a technical achievement of general and vocational students;
- Leadership from the school superintendent to involve employers and postsecondary institutions in the design and implementation of a program of study aimed at preparing students for both postsecondary education and employment;
- A commitment from the school board to support the school in dropping the general track or in dramatically reducing the number of high school graduates completing the general track over the next five year.